

Level 3 / Catch up strategy statement: Alderman Peel High School

Summary information				
School	Alderman Peel High School			
Academic Year	Total L3 budget April 16 – March 17	£ 13,000	Total L3 budget 17-18	£ 11,088

Results 2016					
Attainment on Entry	NOR (Yr 11)	87	Attainment of low prior attainers on exit	Maths	English
	Below L4 in English	16, 18%		A - 0	A - 1
	Below L4 in Maths	27, 31%		B - 1	B - 0
	Below L4 in Maths and English	14, 16%		C - 4	C - 3
				D - 4	D - 2
				E - 7	E - 8
				F - 6	F - 2
				G - 3	G - 0
				U - 2	U - 0
				A* - C = 19%	A* - C = 25%
Attainment on Entry	Criteria	Number of Pupils		% of Pupils	
Year 11 2016-2017 (81)	Below ARE in Maths	11		14%	

Total number and % of pupils on entry	Below ARE in English	13	16%
	Below ARE in Maths and English	8	10%
Year 10 2016-2017 (88) Total number and % of pupils on entry	Below ARE in Maths	23	26%
	Below ARE in English	22	25%
	Below ARE in Maths and English	18	20%
Year 9 2016-2017 (98) Total number and % of pupils on entry	Below ARE in Maths	14	14%
	Below ARE in English	12	12%
	Below ARE in Maths and English	5	5%
Year 8 2016-2017 (96) Total number and % of pupils on entry	Below ARE in Maths	20	21%
	Below ARE in Reading	16	17%
	Below ARE in Maths and Reading	12	13%
Year 7 2016-2017 (88) Total number and % of pupils on entry	Below ARE in Maths	19	22%
	Below ARE in Reading	16	18%
	Below ARE in Maths and Reading	13	15%

Expenditure 2016-2017

Focus	Expected Impact	Amount allocated	Action	I/C	Update / impact / review March 2017
<u>Leadership</u> Increase capacity to lead the improvement of Literacy and Numeracy	<ul style="list-style-type: none"> Clear leadership to improve Literacy and Numeracy skills across the school (TLR x 2) Retain high quality staff 	£5200 Allocated to staffing budget line	<ul style="list-style-type: none"> Appointed staff to lead the development of Literacy and Numeracy across the school including the rapid development of pupils who arrive below ARE 	SLE HBA LT link BTA	<ul style="list-style-type: none"> Annual plans in place Staff inset delivered Improved rates of progress evident in reading: Less children sig- compared with chronological age. Eg Year 10 pupils with a reading age 2yrs below Chronological age has reduced from 24.3% to 13.8% See below for further details See Reading and Numeracy strategies and impact for further details

<p><u>Primary assessment</u> Purchase 6 i-pads for staff to record KPIs for new curriculum</p>	<ul style="list-style-type: none"> • Accurate, evidence based assessment at main feeder Primary School 	<p>£1200</p>	<ul style="list-style-type: none"> • Purchase x6 i-pads and software • Train staff • Collate, analyse and implement intervention to reduce the no of pupils from WP&N below ARE at the end of KS2 	<p>AOG RST RST</p>	<ul style="list-style-type: none"> • i-pads and the revised assessment system at WP&N now produces accurate and evidence based data to inform future learning. • Staff training has taken place and assessments are now collected, analysed and used to inform future teaching • 60% on track to meet ARE in 2017. Up from 38% in 2016
<p><u>Key Stage 3 Assessment</u> Purchase system to validate KS2 assessments (new system, reliable?)</p>	<ul style="list-style-type: none"> • Triangulate Teacher Assessment KS2 with SAT results and external system in English, Maths and Science • Validate KS3 assessment with external set and marked tests. • Provide an accurate baseline for future learning. 	<p>£5,000</p>	<ul style="list-style-type: none"> • Purchase GL Assessments for English, Maths and Science • All Year 7 pupils to complete tests • Analysis of results to inform setting and teaching, identifying gaps in knowledge 	<p>MHA MHA MHA</p>	<ul style="list-style-type: none"> • GL Assessment material has been purchased • Tests have been conducted with all pupils • Assessments have been used to support setting arrangements and inform teachers of gaps in knowledge
<p><u>KS3 curriculum</u> 4 hours per fortnight Becketts Support for Literacy and Numeracy: (Sound Discovery, Success Maker, Literacy Box)</p> <p>L3 Maths Club (after school, weekly)</p> <p>Literacy Programme</p> <p>Maths Programme</p>	<ul style="list-style-type: none"> • Accelerated progress for L3 children in KS3, particularly Year 7. • Increased average reading ages • Less children with reading ages sig below chronological age • Improved mathematical ability 	<p>£4,200</p> <p>£1,000</p> <p>£1,100</p>			<ul style="list-style-type: none"> • Improved confidence, levels of engagement, literacy and numeracy skills • Funding within staffing • Improved Maths performance for students who attended • Reading ages have significantly improved. (see example below)

Total Spent	£17,700	Additional £4,700 to support the actions above as they are not restricted to those below ARE on entry
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Literacy Review 2016/17

Focus	Impact
Reading Ages	% Students in Y8, 10 & 11 whose Reading Age is operating at their chronological age increased from previous year. In Y9, the number of students whose reading age is working above their chronological age increased.
Accelerated Reader/Rapid Plus	70% of Rapid Plus pupils increased their reading ages.
Peer Reading at WPS (Student Voice APHS & WPS students)	
Borrowing Figures for '16 before 16' books	56.6% of students borrowed a book from the LRC. 16 before 16 titles are some of the most frequently borrowed titles. Since the start of the year, the equivalent of 2 fiction books per pupil have been borrowed.
Student/Tutor voice re Tutor Literacy activities	
Student Voice re Literacy Club	83% of students feedback that their general English skills have improved.

MAC Review 2016-17

Maths Intervention

Focus - pupils who are not deemed to be 'high school ready'.

As per MAC policy, bottom 10% of Year group are receiving (or have been offered) intervention (during the school day and/or after school).

In addition, selected pupils from the next lowest 10% (including all pupil premium pupils in this group) attend after school intervention sessions.

7S are following a specific programme of catch-up lessons during curriculum time.

IMPACT

1. Results from student questionnaire.

Since attending Maths Intervention...

- 100% of pupils feel more confident in Maths lessons
- 67% feel their Maths skills have improved.
- 100% feel they have improved their knowledge of times tables
- 83% now feel confident to tell the time on an analogue clock.

2. Mymaths results - 7S

Context - KS2 results

- 93% of class scored less than 100 ie not high school ready
- 73% of the class scored less than 90 and 33% of the class scored 80 or did not sit the test.

TASKS	CC	NC	J C	KDS	RE	NH	MH	EM	MP	TS	KTI	KTO	OW	AW	JW
LEVEL 1	X	X	X	X	G	G	X	X	G	G	X	X	X	X	G
LEVEL 2	G	G	X	G	G	G	G	R	G	G	G	A	G	G	G
LEVEL 3	G	G	X	A	A	G	A	G	G	G	A	A	G	G	G
LEVEL 4	A	A	X	R	R	G	R	X	A	A	A	X	A	R	A
LEVEL 5	X	R	A	X	R	G	A	X	A	X	A	X	G	X	R
LEVEL 6	X	X	X	X	R	G	X	X	X	X	X	X	X	X	R
TABLES	X	G	A	X	A	A	A	X	G	G	R	G	A	A	G

Average Score 0 - 39% RED, 40 - 69% AMBER, 70%+ GREEN

- 80% scoring GREEN on L2 tasks
- 60% scoring GREEN on L3 tasks
- 47% scoring AMBER on L4 tasks
- 40% scoring AMBER or ABOVE on L5 tasks

'I can' statements now produced for those pupils entering below the expected standard in Sep 2017.

Impact - A shared approach and understanding of teaching strategies at KS2 and KS3.

INSET - designed to 'upskill' staff.

September 2016 - Introduction of the 'Maths toolkit'.

Jan 2017 - Demonstrating different methods of written calculations. Sharing CPA approach to teaching Mathematics, in

common with Primary schools.

Impact - model best practice, consistency in teaching Mathematics across the school.

Policy

Production of a Maths Across the Curriculum policy, shared at Learning Board.

Mathletics

I have registered for a free trial of Mathletics. This is a diagnostic online programme which diagnoses learning gaps and adapts its content. Aims:-

- Improve results
- Promotes pupil engagement and motivation
- Comprehensive curriculum content
- Supports mastery approach
- Diagnostic reporting and assessment tools
- Encourages 'growth mindset' in Maths
- Supports personalised learning

If the trial is successful, I am intending to use money from the MAC budget to purchase a subscription for KS3 pupils from Sep 2017.

Maths in context

I have organised for APHS to participate in a 'Maths in context' programme beginning in Sep 2017, led by the University of Nottingham, in partnership with the Education Endowment Foundation & Money Advice Service. The aim is to see if teaching pupils Maths in 'real world' financial contexts can improve attainment in Maths at GCSE level, as well as their ability to manage money more effectively.

Primary Liaison

I have met with Primary Maths leads to discuss pedagogy of Maths teaching. Particular focus this year has been a CPA (concrete, pictorial, abstract) approach - APHS have embraced this as our departmental Marginal Learning Gain. We will now begin to focus on a Mastery approach.

Impact - smooth transition to APHS from feeder Primary schools and reduction of known attainment dip from KS2 to KS3.

Additionally, MAGT pupils from Year 6 were invited to participate in the Primary Maths Challenge here at APHS.

Impact - stretching high achievers in Mathematics and promoting enthusiasm for the subject.

Maths in Registration time

Series of Mathematical activities continue to be produced fortnightly for tutors to use with their forms.

Impact - students work collaboratively meaning more able 'Numeracy leaders' assist less able students.

Financial education

I have worked this year with SWA and Maths dept. to prepare and deliver engaging citizenship lessons on various aspects of Financial Education at KS3 and KS4.

Impact - pupils confident in their knowledge and understanding of appropriate financial education.

Expenditure Plan Summary 2017-2018

Focus	Expected Impact	Amount allocated	Action	I/C	Update / impact / review March 2017
<u>Leadership</u> Increase capacity to lead the improvement of Literacy and Numeracy	<ul style="list-style-type: none"> • Clear leadership to improve Literacy and Numeracy skills across the school (TLR x 2) • Retain high quality staff 	£5200 Allocated to staffing budget line	<ul style="list-style-type: none"> • Appointed staff to lead the development of Literacy and Numeracy across the school including the rapid development of pupils who arrive below ARE 	SLE HBA LT link BTA	
<u>Assessment</u> Provide accurate start and end of year data for setting, staff and evidence impact and areas for further development	<ul style="list-style-type: none"> • Accurate data to inform planning and provide evidence 	£1600	<ul style="list-style-type: none"> • Organise assessments to take place 	MHA	
<u>Maths Across the Curriculum</u>	<ul style="list-style-type: none"> • See below 	£1650	<ul style="list-style-type: none"> • See below 	HBA	
<u>Literacy Plan</u>	<ul style="list-style-type: none"> • See below 	£1302	<ul style="list-style-type: none"> • See below 	SLE	
<u>Yr 9,10,11</u>	<ul style="list-style-type: none"> • As required 	£1336	En, Ma, TLM/ ICT	BTA	

MAC Development Plan 2017-18

FOCUS	EXPECTED IMPACT	AMOUNT ALLOCATED	ACTION	STAFF	UPDATE/IMPACT/REVIEW
<p><u>LOW ATTAINING STUDENTS</u> Intervention after school and during lesson time to ensure very low ability students are supported to move forwards.</p>	Majority of students make progress towards the expected standard.	TLE for A/S sessions Copying 'catch-up' materials. £1100	After school Maths club on Monday. 7S to follow specific 'catch-up' programme in lesson time. CPA approach.	TLE HBA	Tracking of individual pupils. 'I can' statements. Student questionnaire. Mymaths results. Mathletics analysis
<p><u>MATHLETICS</u> This is a diagnostic online programme which identifies learning gaps and adapts its content. Also, reports on progress and attainment.</p>	Improved results. Increased pupil engagement and motivation. A more 'personalised learning' experience for pupils. Focus on 'Mastery' approach	£500	Organise free trial for Y7 group. If successful, subscribe as required. Maths dept. staff training.	HBA Maths Dept.	Evaluate after the free trial. Use progress and attainment reports provided to review after one year.
<p><u>MATHS IN CONTEXT</u> led by the University of Nottingham, in partnership with the Education Endowment Foundation & Money Advice Service. Teaching pupils Maths in 'real world' financial contexts.</p>	Improved attainment in Maths at GCSE level. Improved ability of pupils to manage money more effectively.	Cover for HBA (internal)	Attend training session in September. Disseminate info to Maths department. Teach 12 lessons provided, if selected as 'active' in trial. Evaluate.	HBA Maths depart ment	Evaluate after sessions delivered. Analysis of GCSE exam results.
<p><u>LINKS WITH FEDERATED PRIMARY SCHOOLS</u> Discussion of pedagogy of Mathematics teaching. Focus on Mastery approach.</p>	A shared approach and understanding of teaching strategies at KS2 and KS3. Smooth transition to APHS from feeder Primary schools, in terms of mathematics education.	None	Set dates for meetings for the year ahead.	HBA Primary Maths Leads	Minutes of Federation meetings to show discussion of these topics and actions.
<p><u>PRIMARY MATHS CHALLENGE</u> Organise this event to challenge and engage mathematically able pupils from cluster Primary schools.</p>	Feeder schools participate in the event. MAGT pupils are challenged and have a positive experience of mathematics at APHS.	£50	Check calendar to confirm date. Book Hall. Invites. Prepare PPT and materials.	HBA	Feedback sheet from Primary schools to demonstrate levels of engagement.

Literacy Plan 2017-2018

FOCUS	EXPECTED IMPACT	AMOUNT ALLOCATED	ACTION	STAFF	UPDATE/IMPACT/REVIEW
Bi-annual Reading age and spelling testing.	Improved reading ages (or increased scores related to specific skills: comprehension, analysis, inference and vocabulary across the curriculum).	Tests = £64 Printing = £100 (est)	Book main hall, arrange for printing of tests. Provide PGR data for SIMS and ClassCharts.	SLE	Autumn 1 and Spring 2 are when tests to be sat. Results, in XL format to be completed the following half term and given to PGR to sync with SIMS and ClassCharts.
Accelerated Reader.	Improved reading comprehension, word recognition and other reading skills.	£450 for 50 pupils per annum	KNO/SEN department staff the intervention during tutor time/Becketts sessions. SLE to liaise with KNO regarding impact data.	KNO	Pupils sit tests at the end of reading book. If they score above a certain percentage they move on to the next level of difficulty.
Rapid Plus Reader. More relevant to CatchUp (below Level 3) pupils.	Improved reading comprehension, word recognition and other reading skills.	£388 + VAT per annum	KNO/SEN department staff the intervention during tutor time. SLE to liaise with KNO regarding impact data.	KNO	
APHS Writing/marking policy: promotion of and SLE assisted CPD.	Improved attainment for detailed written tasks across the curriculum.	Promotion (posters/planners) £100 Staff CPD.	SLE to liaise regards adding Writing Policy to Book scrutiny. Staff to liaise with LitCo regarding writing across their curriculum.	HOD/DOLs SLE	Book scrutiny by HOD/DOLs - added box for use of PEEL. SLE to provide support for staff/students not utilising PEEL policy.

Peer Reading program. Identified pupils to read with Y6 pupils at WPS.	Increased habit, skills and attainment in reading.		SLE to liaise with SKI at WPS about when best to run the sessions and which pupils to attend. KNO to be consulted re TA support.	SLE/SKI KNO regarding TA support	
16 before 16/ #BookShelfie promotion to encourage reading habits.	Increased borrowing in the LRC. Analysis of specific groups found to borrow less.	£50	SLE/KHA to analyse borrowing of specific groups. SLE w/ Book Club members to host assembly promoting both campaigns. AMO to produce promotional material (posters, social media).	SLE/KHA SLE AMO	
Tutor Literacy activities.	SPAG strategies. Assessed through improved results in English (AO4)		SLE to produce fortnightly activities and distribute to tutors. SLE to conduct student/tutor voice surveys about impact of Literacy activity.	SLE	
Reading logs.	Increased habit, skills and attainment in reading.	£100	Tutors/English teachers to monitor entries and signatures in logs.	Tutors/ English Dept	
CatchUp Literacy Club.	CatchUp pupils to work towards achieving set of 'I can' statements related to KS3 entry level Literacy.	£150	SLE to plan and deliver sessions.	SLE	